



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

700 S. Sarnoff Drive, Tucson, AZ 85710

Tucson Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Daniel R. Erickson  
Schedule : 06:45 AM to 03:15 PM  
Grades : Pre-K-5  
Web Address : edweb.tusd.k12.az.us/Steele/  
Phone Number : (520) 731-6800  
Fax Number : (520) 731-6801  
E-mail : daniel.erickson@tusd1.org

### Mission

Steele School is committed to providing a high-quality educational program. Our goal is to develop self-directed learners, collaborative workers, problem solvers and responsible citizens who are able to succeed in our ever-changing society.

### School / Academic Goals

- ü By the end of the 2007 school year all continuously enrolled Steele second graders will show an increase of at least five percent in the area of math on the Terranova.
- ü By the end of the 2007 school year all continuously enrolled English Language Learners at Steele will show an increase of at least one proficiency level as measured by the AZELLA.
- ü By the end of the 2007 school year, continuously enrolled Steele Kindergarten and first grade students at benchmark will increase from 33.5 percent to 50 percent.
- ü By the end of the 2007 school year, all continuously enrolled Steele fifth graders will improve from 48.4 percent to 53.4 percent as measured by the AIMS test, in the area of writing.

### Enrollment

October 1, 2005 School Year Student Enrollment : 388  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 75

# Harold Steele Elementary School

## Instructional Programs

- Ü Full-Day Kindergarten
- Ü Gifted Education
- Ü Exceptional Education Classes
- Ü State Funded Preschool
- Ü Strategic Tutoring Program
- Ü After School Tutoring Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

A high level of communication with parents is maintained. Students receive a Steele folder which is sent home each Monday. Consistent use of these folders enhances communication and provides a process for parents to monitor their child's progress. New forms of communication are being used at Steele, including The Principal's Pen, a monthly newsletter from the principal to all families attending Steele. Teachers also provide classroom newsletters as they see fit.

### Parents

Attendance is vital to the success of Steele students. Students are expected to be in school at all times except in cases of emergency or illness. Whenever a student is absent or tardy, parents are requested to call the attendance line at 731-6802. Parents also provide a high level of support to the mission of Steele teachers and staff. Volunteers are always welcome at Steele Elementary. We continue to have a need for volunteers as often as possible.

## Transportation Policy

Steele Elementary is a neighborhood school, therefore, our students are neighborhood children who live within walking distance of the school. Those on open enrollment must provide transportation for their child. We strongly encourage walking in groups or carpooling as viable options to and from Steele Elementary.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü DIBELS Score Improvement Award	2005
Ü DIBELS Score Improvement Award	2006
Ü Performing Plus School Award	2006
Ü TUSD School of Excellence Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4704	80010	94	99	99	442	443	447	11	11	10	19	20	18	60	54	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2282	38935	94	99	99	451	444	447	10	9	9	10	20	19	62	57	55	17	14	17
Male	33	2422	40974	94	99	98	433	441	448	12	12	11	27	21	18	58	52	52	3	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	18	2729	34545	100	99	99	447	435	432	6	12	14	17	24	24	67	54	53	11	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	37	1370	35142	93	99	99	443	462	465	14	6	5	19	12	11	57	57	56	11	26	28
Students with Disabilities	15	594	10161	75	94	93	401	415	419	33	30	28	33	27	28	33	37	36	NA	6	8
Students without Disabilities	47	4110	69849	100	100	100	452	446	451	4	8	7	15	19	17	68	57	56	13	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	2469	39029	100	99	98	430	435	432	14	12	14	31	24	25	48	54	52	7	9	9
Non-Economically Disadvantaged	33	2235	40981	89	99	100	452	451	462	9	9	6	9	16	13	70	54	54	12	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	4701	79438	95	99	98	457	446	451	3	10	9	24	27	24	65	55	56	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2284	38775	94	99	99	472	453	457	3	8	7	14	24	22	69	58	58	14	11	13
Male	34	2417	40560	97	99	97	444	440	446	3	13	12	32	29	25	62	52	54	3	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	18	2723	34297	100	99	98	459	438	434	NA	12	14	22	30	31	72	52	50	6	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	37	1369	34887	93	99	98	459	465	471	3	5	4	27	18	15	59	62	63	11	15	18
Students with Disabilities	16	585	9588	80	93	88	416	410	416	13	30	30	44	36	32	44	32	34	NA	3	5
Students without Disabilities	47	4116	69850	100	100	100	468	451	456	NA	8	7	17	25	23	72	58	59	11	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	29	2460	38685	100	98	97	452	437	435	3	12	14	31	30	32	62	53	50	3	4	5
Non-Economically Disadvantaged	34	2241	40753	92	99	99	462	456	467	3	8	5	18	23	16	68	57	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4706	79971	100	99	99	403	420	423	10	7	8	42	43	41	46	48	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2287	38974	100	99	99	415	432	437	9	5	5	34	36	33	53	57	57	3	2	4
Male	35	2419	40895	100	99	98	390	408	410	11	9	10	49	50	47	40	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	18	2724	34481	100	99	99	434	416	410	NA	7	10	39	46	46	61	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	40	1373	35150	100	99	99	395	430	437	13	5	5	43	38	35	43	54	56	3	3	5
Students with Disabilities	20	604	10258	100	96	94	333	373	377	25	22	23	50	55	51	25	23	25	NA	1	1
Students without Disabilities	47	4102	69713	100	99	100	426	426	429	4	5	5	38	41	39	55	52	52	2	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	29	2467	38994	100	99	98	408	414	409	7	8	10	38	47	47	55	45	41	NA	1	1
Non-Economically Disadvantaged	38	2239	40977	100	99	100	399	427	437	13	6	5	45	39	34	39	53	56	3	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	4554	80147	100	98	99	479	474	482	9	13	11	12	20	17	60	48	49	18	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2200	39281	100	98	99	473	475	483	12	11	9	15	22	17	59	48	50	15	19	24
Male	30	2352	40780	97	97	98	488	473	482	3	14	12	10	19	17	63	48	48	23	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	21	2529	33494	100	98	99	476	466	466	10	15	15	14	24	23	62	47	49	14	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	39	1383	36122	98	98	99	485	492	501	8	7	5	8	14	10	62	51	50	23	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	56	3965	69852	100	100	100	486	479	488	4	10	7	9	20	16	66	50	51	21	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	31	2431	38371	94	97	97	479	464	465	10	16	15	13	24	23	58	47	49	19	13	13
Non-Economically Disadvantaged	34	2123	41776	100	98	100	479	485	498	9	9	6	12	16	11	62	49	49	18	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	4563	79686	100	98	98	474	463	470	14	13	11	9	27	24	68	53	57	9	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2214	39163	100	99	99	475	468	475	12	10	9	6	25	22	76	57	60	6	8	10
Male	31	2347	40438	100	97	97	476	457	465	13	16	13	13	30	25	61	49	54	13	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	21	2525	33299	100	98	98	463	454	452	14	16	17	14	32	32	71	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	40	1388	35914	100	99	98	486	482	489	10	6	5	5	19	15	70	63	67	15	12	14
Students with Disabilities	10	593	9808	91	88	87	NA	425	432	NA	37	35	NA	32	32	NA	28	30	NA	3	3
Students without Disabilities	56	3970	69878	100	100	100	484	468	475	5	9	8	11	27	23	73	57	61	11	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	2438	38095	97	98	97	471	452	452	16	17	17	13	32	32	63	48	48	9	3	3
Non-Economically Disadvantaged	34	2125	41591	100	98	99	477	475	486	12	9	6	6	23	16	74	59	65	9	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4592	80372	100	99	99	480	474	475	1	4	4	37	31	30	61	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2219	39452	100	99	99	491	485	488	NA	3	3	35	22	22	65	72	72	NA	2	3
Male	32	2371	40836	100	98	98	471	463	464	3	5	6	38	38	37	59	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	22	2551	33608	100	99	99	475	469	462	5	5	6	36	33	36	59	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	40	1388	36213	100	99	99	487	486	489	NA	2	2	33	26	22	68	69	72	NA	3	3
Students with Disabilities	11	628	10526	100	93	94	430	427	427	9	14	15	82	53	53	9	32	31	NA	1	1
Students without Disabilities	56	3964	69846	100	100	100	489	480	482	NA	3	3	29	27	26	71	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	2454	38521	100	98	98	475	463	461	3	6	6	42	35	38	55	59	55	NA	1	1
Non-Economically Disadvantaged	34	2138	41851	100	99	100	485	485	489	NA	2	3	32	26	22	68	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4552	79306	95	98	99	505	496	504	3	16	13	22	23	20	59	47	49	15	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2186	38845	100	98	99	509	496	505	3	14	11	27	24	20	50	49	50	20	14	18
Male	29	2365	40383	88	97	98	500	496	504	3	18	14	17	22	19	69	45	47	10	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	17	2530	32673	94	98	99	501	485	487	6	19	18	18	27	25	59	45	46	18	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	36	1420	36234	95	97	99	504	517	523	3	8	6	25	16	13	58	51	52	14	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	53	3979	69020	100	100	100	507	501	510	4	12	9	17	22	18	62	50	52	17	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	21	2380	37437	88	98	97	494	484	486	10	20	19	19	26	26	67	45	46	5	9	9
Non-Economically Disadvantaged	38	2172	41869	100	98	100	510	508	521	NA	11	7	24	18	14	55	49	51	21	21	27

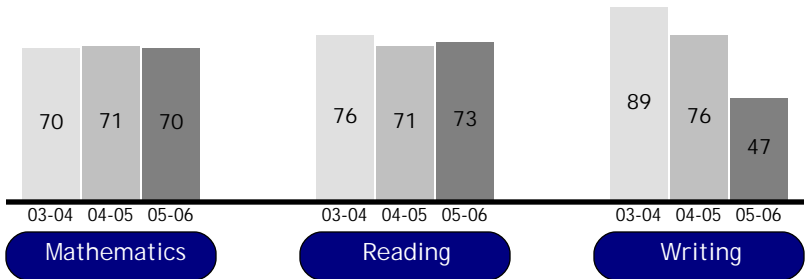
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4596	79000	95	99	98	494	483	489	3	11	10	25	28	24	64	54	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2204	38774	100	99	99	500	488	494	NA	7	7	27	27	22	63	57	61	10	8	10
Male	29	2391	40150	88	98	98	487	479	485	7	14	12	24	28	25	66	53	55	3	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	17	2553	32508	94	99	98	481	473	472	12	13	15	24	34	33	59	49	49	6	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	36	1435	36135	95	98	98	499	503	508	NA	6	4	25	17	14	69	64	67	6	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	53	3979	69009	100	100	100	495	489	495	4	7	6	25	26	22	64	59	62	8	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	21	2403	37234	88	98	97	484	472	472	5	14	15	24	34	33	71	49	50	NA	3	3
Non-Economically Disadvantaged	38	2193	41766	100	99	99	499	495	505	3	8	5	26	21	16	61	60	65	11	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	4607	79611	100	99	99	505	500	496	5	5	7	29	36	37	67	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2206	39016	100	99	99	525	514	511	NA	3	4	27	26	29	73	70	66	NA	1	1
Male	33	2400	40519	100	99	98	487	488	482	9	7	10	30	44	44	61	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	19	2557	32855	100	99	99	500	495	481	5	6	10	32	39	43	63	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	38	1445	36380	100	99	99	504	510	511	5	4	4	26	29	30	68	66	65	NA	1	1
Students with Disabilities	10	643	10664	100	95	94	NA	442	440	NA	20	23	NA	57	54	NA	22	22	NA	1	1
Students without Disabilities	53	3964	68947	100	100	100	521	509	504	NA	3	4	25	32	34	75	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	24	2415	37626	100	99	98	482	492	479	13	6	10	42	41	45	46	52	45	NA	0	0
Non-Economically Disadvantaged	39	2192	41985	100	99	100	519	510	511	NA	4	4	21	30	30	79	65	65	NA	1	1

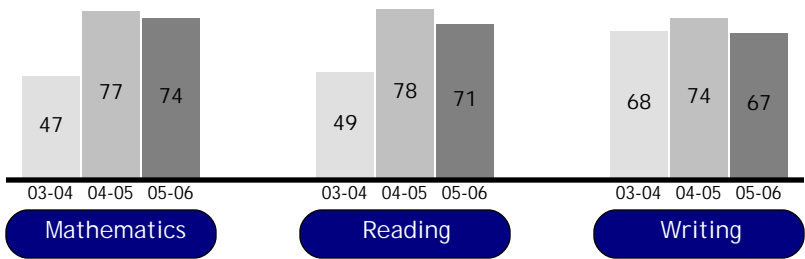
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	35	NA	58	97	43	43	47	98	46	44	46
	Language	99	36	45	50	97	43	42	47	98	46	44	48
	Mathematics	99	52	56	64	100	46	48	50	98	46	50	52
3	Reading	100	58	NA	55	100	50	41	44	88	50	43	46
	Language	100	69	56	61	100	43	40	44	94	44	43	46
	Mathematics	100	66	53	61	100	55	47	51	87	56	48	52
4	Reading	96	58	NA	56	99	46	43	48	98	56	46	52
	Language	99	53	45	52	99	50	44	49	100	56	48	52
	Mathematics	99	54	50	61	99	49	48	53	97	56	52	58
5	Reading	96	56	NA	55	100	53	46	50	89	65	50	56
	Language	96	47	41	49	100	56	46	50	95	65	50	54
	Mathematics	96	57	53	63	100	53	45	49	89	54	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Harold Steele Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Development of School Goals
- Ü Shared Decision Making
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Monitor School Safety Issues
- Ü Parent/Educator Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	9.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	2	0	0
10 or more years	7	10	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Health Office
- Ü Multi Purpose Room

### Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Student Council
- Ü Yearbook Staff
- Ü Zone of Steele
- Ü Communities in School's Programs

### Social Services

- Ü Before/After School Program
- Ü Lunch Program
- Ü Breakfast Program
- Ü Project ABLE

## Harold Steele Elementary School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- Steele Elementary School has progressed from a performing school to a Performing Plus school this year.
- Steele Elementary School has also made Adequate Yearly Progress and continues to improve based on state and district guidelines.
- Our AIMS Test scores are consistently above district and national averages. Our AIMS scores and local district assessments demonstrate continued progress and achievement.
- Our ZONE of Steele, before and after school program is now licenced by the Department of Economic Security and reaches out to more members of the Steele community than ever before.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

We conduct monthly fire drills and quarterly lockdown drills in the event of an emergency. We also had an emergency plan that each teacher has on hand in their classroom with detailed instructions of what to do if there is an emergency. Steele also had a planned evacuation route to Jesse Owens park if the students ever needed to leave campus. We also teach our students safety lessons as appropriate throughout the year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Daniel Erickson	(520) 731-6800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Terri Rosenbalm	(520) 731-6800
School Nutrition Programs	JoAnn Carsley	(520) 731-6800
Parent Organization	Jennifer Martin	(520) 731-6800
Student Health/Nurse	Sulfa Brauner	(520) 731-6800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.